

District: Tupelo Public School District
Section: B - School Board Operations
Policy Code: BCAD - Teleconference or Video Board Meeting

BOARD POLICY

1. The Board shall comply with applicable state law in conducting a Board meeting via teleconference or video conference. Any Board member may participate in a Board meeting via teleconference or video means. Public access must be provided at the physical location of the meeting.
2. The Board shall make an audio recording of the meeting, if a teleconference medium is used, or an audio/visual recording, if the meeting is held by video means.
3. The Board may meet by teleconference or video means as often as needed if an emergency exists and the Board is unable to meet in regular session. The nature of the emergency shall be stated in the minutes. Five-day notice shall not be required for teleconference or video meetings continued to address an emergency or to conclude the agenda of a teleconference or video meeting of the Board for which the proper notice has been given, when the date, time, place and purpose of the continued meeting are set during the meeting prior to adjournment.

ADMINISTRATIVE PROCEDURES

1. A quorum of a public body as prescribed by law may be at different locations for the purpose of conducting a meeting through teleconference or video means provided participation is available to the general public at one or more public locations specified in the public meeting notice.
2. Notice of any meetings held pursuant to this section shall be provided at least five (5) days in advance of the date scheduled for the meeting. The notice shall include the date, time, place and purpose for the meeting and shall identify all locations for the meeting available to the general public. All locations for the meeting shall be made accessible to the public. All persons attending the meeting at any of the public meeting locations shall be afforded the same opportunity to address the public body as persons attending the primary or central location. Any interruption in the teleconference or video broadcast of the meeting shall result in the suspension of action at the meeting until repairs are made and public access is restored.
3. An agenda and materials that will be distributed to Board members shall be made available to the public at each public location the time of the meeting.
4. Votes taken during any meeting conducted through teleconference or video means shall be recorded by name in roll-call fashion and included in the minutes.
5. The recording shall be preserved by the public body for a period of three (3) years following the date of the meeting and shall be available to the public.

Adopted Date:

Approved/Revised Date:

District: Tupelo Public School District
Section: D - Fiscal Management
Policy Code: DK - Student Activities Fund Management

BOARD POLICY

The Board authorizes the expenditure of activity funds only in accordance with state law and as outlined in Board policy: for necessary expenses or travel costs incurred by students and their chaperones in attending any school-related programs, conventions or seminars, and/or any commodities, purchased services or school supplies which the Board shall deem beneficial to the official or extracurricular programs of the District.

Activity funds shall be expended in such a way as to benefit those students currently in school who had the opportunity to contribute to the accumulation of such funds. All activity funds received by a school shall be handled in the manner prescribed by the State Auditor's office and shall be audited annually. All purchases made with activity funds shall comply with the state purchasing laws.

REFERENCES

MCA § 37-7-301(s)

Office of School Financial Services Accounting Manual Section F

FORMS

DF Form 1.0510 TPSD Activity Fund Transmittal Report Cover Sheet

ADMINISTRATIVE PROCEDURE

1. DEFINITION: "Activity funds" shall mean all funds received by school officials paid or collected to participate in any school activity, such activity being part of the school program. The term "activity funds" shall not include any funds raised and/or expended by any organization unless commingled in the designated bank account with existing activity funds, regardless of whether the funds were raised by school employees, or using school facilities, and regardless of whether a school employee exercises influence over the expenditure or disposition of such funds.

2. The Department of Finance shall designate an account for each school for the purpose of handling activity funds. These accounts (a) shall handle all monies collected by different organizations within the school, and (b) must utilize regular District accounting procedures. No employee of the District may open or maintain a separate checking account for a school organization or program. All expenditures must be authorized by the principal and sponsor of the organization.

3. Funds raised by students must be expended for projects for which the funds were raised which

have been approved by the membership of the sponsoring organization. Funds raised for a given project and not expended within the school year will be maintained and carried over in the project account for which they were raised. Only if a project becomes extinct can the remaining funds be transferred to another project account within the school account, at the discretion of the principal.

4. All activity funds received by a school must be deposited into its account, through the principal, who shall maintain a permanent receipt journal, containing such information as prescribed by the State Auditor's office to record all receipts. Any person transferring money to a school principal for deposit shall be given an original receipt, with one copy being maintained at the principal's office and another copy shall be sent to the Department of Finance. An accounting of all pre-numbered receipts must be maintained by the principal or designee. A copy of the deposit slip indicating the amounts of money deposited to the bank and the receipt number sequence must also be sent to the Department of Finance.

5. All disbursement of activity funds at Tupelo High School shall be made from the account on pre-numbered checks and adequately supported as to the reason for disbursement. (The activity funds of all other schools are centralized through the Department of Finance.)

6. Within five working days of the close of the month, each principal shall deliver to the Department of Finance
a Transmittal Report containing a listing of all receipts and disbursements occurring at the school. This listing will include both general fund and club fund transactions.

7. Any event at a school where a fee is charged for admission shall use pre-numbered tickets and be accounted for in a manner prescribed by the State Auditor's office if the event is estimated to generate more than \$100 in revenue.

8. Any arrangement between a school and a company supplying merchandise, such as class rings and caps and gowns, shall be by written contract, signed by the superintendent and the company's representative, approved by the Board, and on file available for public review in the superintendent's office. Any rebate or commission provision in a contract for merchandise shall be fully disclosed in the Board minutes and to any prospective purchasers of the merchandise. Persons who purchase merchandise shall pay either the company or the activity fund directly. In cases where the merchandise is purchased from the vendor, any such rebate or commission to the school shall be paid by check from the company directly to the school's activity fund. In the event merchandise is sold through a school, the cost of such merchandise shall be paid from the student activity fund directly to the vendor. Under no circumstances shall a company or a purchaser make payment directly to a principal.

9. All funds raised by a specific organization such as a PTA on behalf of a school may be deposited in the activity fund and used exclusively for such school's benefit. Money deposited with activity funds is subject to this policy. Funds raised utilizing school employees in their official capacities are considered activity funds and are covered by this policy. Funds raised utilizing volunteers and off the school grounds are not considered activity funds unless they are deposited with existing activity funds.

10. Improper administration of this policy and procedure will be cause for disciplinary action up to and including dismissal and the prosecution of any criminal charges that are applicable.

Adopted Date: 4/24/2001

Approved/Revised Date: 5/13/2014

District: Tupelo Public School District
Section: G - Personnel
Policy Code: GBQAA - Reemployment after Retirement

BOARD POLICY

1. The District at its discretion may pay with local funds one hundred percent (100%) of the cost of the health insurance premiums for all retired members of the Public Employees' Retirement System who are rehired as school bus drivers by the District. No state funds shall be used for this purpose.
2. The Board authorizes the superintendent to establish administrative procedures consistent with this policy.

ADMINISTRATIVE PROCEDURES

1. A retiree may not be reemployed until he/she has been retired for at least 90 consecutive days.
2. Notification of PERS:
 - a. PERS must be notified in writing within 5 days of the reemployment.
 - b. Notification must be repeated each new fiscal year of post-retirement employment.
 - c. PERS must be notified in writing within 5 days of termination.
3. The amount reimbursed to the employee:
 - a. may be for the employee's premium only, not for any dependents; and
 - b. may not exceed the amount deducted from the employee's PERS retirement check.
4. Reimbursements under this policy will comply with Mississippi law and all PERS rules and regulations.

Adopted Date:

Approved/Revised Date:

District: Tupelo Public School District

Section: I - Instructional Program

Policy Code: IEA - Intervention Process

Three Tier Instructional Model Policy (TST Policy)

- 1.** The Tupelo Public School District is dedicated to providing high quality instruction and behavioral support to all students. The District requires schools to use a Three Tier Instructional Model to meet the needs of every student enrolled in the District, as supported by educational research and dictated by State Board Policy 4300. Each school will collect and analyze data on student performance in math, reading, and behavior at least three times per year using instruments (such as curriculum based measures) and procedures adequately designed for universal screening. Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes.
- 2.** Teachers and data analysis teams will use universal screening information to: (a) determine if students are making adequate progress, (b) identify students who are likely to fall behind based on risk factors, and (c) modify instruction early enough to ensure each student gains essential skills to be successful in school and on high stakes assessments. Behavioral screeners will include an analysis of office discipline referrals and completion of rating scales by classroom teachers. For students needing further assessment, other tools such as observations; interviews with teachers, parents, students, and staff; direct assessments of students; and other data collection methods will be utilized in conducting functional behavioral assessments (FBAs). Behavior intervention plans (BIPs) will be developed and implemented for students in Tier 2 and Tier 3 for behavior improvement.
- 3.** Parental consent will not be required for students in general education settings when the following types of instruments are used for the purpose of improving general education instruction: hearing and vision screening, universal screeners, curriculum based assessment, progress monitoring, parent or teacher questionnaires/ interviews, student observations, diagnostic assessments, functional behavioral assessments, behavioral intervention plans, and academic interventions. Exceptions could include students with Individualized Education Programs (IEPs). All requirements under the Individuals with Disabilities Education Act (IDEA) will be followed for those students, including sending **Written Prior Notice (WPN)** and obtaining informed written parental consent for reevaluation when conducting hearing/vision screening, FBAs/BIPs, student observations, achievement testing and other diagnostic testing as part of a reevaluation as defined by IDEA and state policy, or as clarified by the Office of Special Education Programs.
- 4.** Parents of general education students may expressly deny consent in writing for any of these tools, instruments, screeners, assessments, or interventions. Parents of children with IEPs have procedural safeguards under IDEA and are encouraged to discuss their rights with a special education teacher or administrator if they have

questions or concerns. The District strongly encourages any parent to speak with an administrator before denying consent for any action under this policy, as this policy is designed to help every child achieve academic and behavioral success in school. The District is strongly vested in being a partner with parents and resolving concerns as quickly as possible to achieve the best outcomes for students.

5. The Board authorizes the superintendent to establish administrative procedures consistent with and in furtherance of this policy.

ADMINISTRATIVE PROCEDURES

The Three Tier Instructional Model

1. Tier 1

A. Tier 1 consists of evidence-based behavior supports and high quality classroom instruction based on Mississippi Curriculum Frameworks and/or Common Core and State Standards. Tier 1 includes lesson plans designed and implemented to increase student motivation and engagement, including use of multi-media materials; scaffolding; and differentiated instruction, including activities appropriate for individual, small group, and whole group instruction; school, setting-specific, and classroom rules; routines and procedures; and positive behavior interventions and supports (PBIS) to promote success for all students. Use of TPSD pacing guides and lesson plan template are recommended for planning instruction.

B. If the Tier 1 strategies chosen are ineffective, the teacher must implement additional Tier 1 techniques, and/or consider whether Tier 2 and/or Tier 3 strategies are required. The teacher must maintain ongoing documentation regarding which Tier 1 strategies are implemented, data that are continually collected and analyzed, and evidence that decisions are made for individual students based on the data.

C. All students enrolled in the District receive Tier 1 instruction for academics and behavior.

2. Tier 2

A. Tier 2 consists of focused supplemental instruction for small groups of students with similar strengths and needs. Grade level, subject area, and/or behavior teams will be utilized to design, deliver, and monitor Tier 2 supplemental instruction. Supplemental academic instruction is delivered two to three times per week for 15 minutes per session. Tier 2 supplemental academic instruction does not replace core instruction. Behavior supports are ongoing. Data are analyzed and graphed at least twice per month. Data will be used to determine whether to continue Tier 2 strategies, discontinue the Tier 2 strategies, modify the strategies, and/or request individualized support in the form of Tier 3 strategies from the Teacher Support Team (TST).

B. Tier 2 Referral Criteria

The following students are considered to be “at risk” for academic failure, behavior

problems, and drop out. These students should be *considered* for Tier 2 and/or Tier 3 supports as early as possible:

- a) Students who have scored Basic on a Mississippi Curriculum Test (MCT) or their equivalent;
- b) Students who fall at, or below, the 25th percentile on nationally- or locally-normed standardized assessments;
- c) Students who have failed, been retained, or been socially promoted at least once;
- d) Students who have ever been suspended (In-School Suspension and/or Out-of-School Suspension) and who are currently exhibiting problematic behavior;
- e) Students who do not attend school on a regular basis;
- f) Students who obtain outlying scores on behavior screeners; and
- g) Other students with unique problems who require academic and/or behavior supports beyond Tier 1.

C. If strategies at Tiers 1 and 2 do not substantially improve student academic and/or behavioral functioning within a reasonable amount of time, students **must** be referred to the TST.

3. Tier 3

A. Tier 3 consists of intensive, individualized, scientifically research-based instructional and behavioral supports designed to effectively address **all** deficit areas for each student supported by the **TST**. The TST is the problem-solving unit responsible for designing and monitoring Tier 3 strategies in the general education setting. Each school must have a **TST** consistent with the process developed by the Mississippi Department of Education as required by State Board Policy 4300.

B. The chairperson of the TST is the school principal, as the school's instructional leader, or the principal's designee. The designee must be a general education professional who has authority to assign district and local resources--including personnel, funds, and professional development activities--to carry out the interventions and associated activities prescribed by the **TST**. Each member of the team must have strong working knowledge of: grade level and subject area curriculum and expectations for individual students referred; diagnostic procedures; research-based academic and behavioral techniques designed to effectively remediate specific student needs; data collection and analysis; and effective consultation principles. Membership of the team can change based on the grade-level of the student and their specific academic and/or behavioral needs. However, there will be a mechanism to assure consistency, such as one or more members who maintain membership, such as the Chairperson, a counselor, an academic coach, and/or a behavior specialist.

C. Tier 3 Referral Criteria

The following students are considered to be “at substantial risk” for academic failure, behavior problems, and drop out. These students should be *considered immediately* for Tier

3 supports:

- a) Students who fall at, or below, the 10th percentile on nationally- or locally-normed assessments;
- b) Students who have scored “Minimal” on the MCT or who have failed a Subject Area Test;
- c) Students who have failed, been retained, or been socially promoted two or more times;
- d) Students who have ever been expelled or suspended more than 10 days in a school year;
- e) Students who have experienced 11 or more negative contacts with school officials due to behavioral issues since entering school;
- f) “Over-age” students;
- g) Students with a significant history of excessive and/or prolonged absences;
- h) Students who obtain extreme outlying scores on behavior screeners; and
- i) Other students with unique problems who require academic and/or behavior supports beyond Tier 2.

D. After a Tier 3 referral is received, the TST must meet as soon as possible to analyze all available information. If the student is at substantial risk and/or the teacher has exhausted his/her repertoire of strategies, the TST must develop and assure implementation of academic and/or behavioral supports within two weeks of receiving the TST referral. Generally Tier 3 instruction is delivered daily for 30 minutes per day. Behavior interventions are ongoing. The primary instructor(s) must be closely involved with the personnel delivering the academic and behavioral supports for generalization, transfer, maintenance, and practice in all classroom settings.

E. Academic data will be collected 2 times per week, or as often as prescribed by the research-based intervention; behavioral data will be collected as often as necessary, depending on the PBIS technique(s). Data will be analyzed and graphed by a qualified member of the TST once per week, or as often as prescribed by the research-based intervention(s). The TST will meet and review the data on each child in Tier 3 at least twice per month, or more frequently if circumstances warrant. Parents must be notified about the results of formal data reviews and all TST decisions that result in significant changes in the student’s educational program. The TST will make genuine attempts to meaningfully involve parents in the Tier 3 process.

F. If the student is not making adequate progress, the TST must determine whether to modify the intervention(s). The **TST** should consider, at a minimum, the following modifications: 1) change the amount of time in the intervention (frequency, duration, and/or intensity); 2) change interventions; 3) add an intervention; 4) conduct more frequent integrity checks; 5) conduct diagnostic assessment(s) to assure the intervention is at instructional level and targeting the appropriate deficits; 6) change interventionist(s), 7) change primary instructor(s), 8) change the setting, time, materials, etc., and/or 9) change the reinforcer(s),

reinforcement schedule, graphing/reporting techniques.

4. Referral to the Local Survey Committee (LSC)

A. Generally, a student who has not made *any* progress after eight weeks of intensive scientifically research-based interventions, implemented with integrity, with adequate reviews, data-based decision-making, changes in interventions, etc., in an area of significant concern, should be referred to the LSC for review.

B. Students who are suspected of having a Specific Learning Disability who have not made adequate progress after an appropriate period of time when provided with appropriate instruction **must** be referred by the **LSC** for a comprehensive evaluation.

C. If Tier 3 instructional and/or behavioral supports have not been implemented prior to the request to the MET, the TST must meet with the MET to review the data simultaneously. Together the MET and the TST will consider the need for comprehensive evaluation and plan intensive individualized instructional and behavioral supports in general education, including implementation of integrity checks and data-based decision-making. It is possible that intensive interventions and a comprehensive evaluation will be implemented *simultaneously* in this instance.

5. Discontinuation Criteria

All students enrolled in the District are expected to receive appropriate Tier 1 instruction in reading and math and behavior supports from highly qualified personnel when placed in general education settings. Students no longer require Tier 2 or Tier 3 supports from District personnel when:

- 1) They continue to exhibit success in the Tier 2 or Tier 3 interventions for a length of time prescribed by the intervention(s);
- 2) They score six (6) consecutive data points on or above the goal line that projects them to a “normal” level;
- 3) The **data review team** (grade level team, subject area team, behavior team, and/or TST) deems them successful;
- 4) They continue to exhibit success following the downward **titration** or cessation of Tier 2 or Tier 3 interventions;
- 5) They graduate from high school with a standard high school diploma;
- 6) They are 21 years of age on September 1; or
- 7) They withdraw from District.

NOTE: Students with an Individualized Education Program (IEP) are included in the District Three Tier Instructional Model, but federal Coordinated Early Intervening Services (CEIS) funds may not be used to provide general education interventions to students with IEPs. Therefore, local, state, and/or **D**istrict funds must be used to provide general education instructional and behavioral interventions needed by students with disabilities to assist them in gaining access to the general education curriculum in the least restrictive environment. The TST and IEP committee **must** work together to determine which supports are necessary from general education

personnel, and what constitutes specially designed instruction and related services to be delivered by special education personnel.

Adopted Date: 7/15/2013

Approved/Revised Date:

District: Tupelo Public School District
Section: I - Instructional Program
Policy Code: IJC - Using Copyrighted Material

BOARD POLICY

1. District staff and students shall comply with the provisions of federal copyright law. Copyrighted materials, whether print or non-print, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted material may not be made on District equipment or used within the District.
2. Employee Liability for Violation. Any employee who willfully disregards this policy does so at his/her own risk and assumes all liability. The legal and/or insurance protection of the District will not be extended to anyone who violates the fair use standards of this policy.
3. The Board authorizes the superintendent to establish procedures consistent with this policy.

ADMINISTRATIVE PROCEDURES

1. Fair Use. In order to qualify as "fair use," the following four criteria shall be considered:
 - a. The purpose and character of the use, including whether such is a commercial nature or is for nonprofit educational purposes;
 - b. The nature of the copyrighted work;
 - c. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
 - d. The effect of the use on potential market for or value of the copyrighted work.
2. Any questions concerning copyright law should be directed to the employee's supervisor.

Adopted Date:

Approved/Revised Date:

District: Tupelo Public School District
Section: J - Students
Policy Code: JCBA - Conduct: Student Restraint

BOARD POLICY

1. The Board adheres to the philosophy that school should be a safe and healthy environment in which the children of the District can learn, develop, and participate in instructional programs that promote high levels of academic achievement. Every effort should be made to structure environments and provide supports so that restraint and seclusion are unnecessary.
2. District policy positively prohibits the use of excessive force, or cruel and unusual punishment regarding student management. The Board recognizes that instructional and other staff may be called upon to intercede in situations wherein students may be displaying physically violent behavior or non-compliant behavior.
3. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion should be avoided to the greatest extent possible without endangering the safety of students and staff.
4. Restraint or seclusion should not be used as routine school safety measures; that is, they should not be implemented except in situations where a child's behavior poses imminent danger of serious physical harm to self or others and not as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience.
5. The Board authorizes the superintendent to establish administrative procedures consistent with this policy.

GUIDANCE: Restraint and Seclusion: Resource Document

1. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.
2. Schools should never use mechanical restraints to restrict a child's freedom of

movement, and schools should never use a drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional

3. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated.
4. Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.
5. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
6. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.
7. Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
8. The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
9. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.

ADMINISTRATIVE PROCEDURES

1. The use of restraint techniques to control and restrain a student may only be used when there is a reasonable belief that:
 - a. The student is a danger to himself.
 - b. The student is a danger to others.
 - c. To prevent the destruction of property.
 - d. If the student refuses to move from location to another after being so ordered.
2. Any use of restraint will be preceded by the following verbal intervention:
 - a. Ask for assistance from other staff.

- b. Ask the student to comply.
- c. Advise the student they will be restrained if the behavior does not cease.
- d. Order the student to desist in the behavior.
- e. Restrain the student.

This continuum is not meant to prevent immediate restraint if so warranted.

3. Under all circumstances, without exception, the student is to be restrained at the location the behavior occurs.

4. Students will not be sequestered for restraint application.

5. Restraint is to be applied only until compliance is met and the student is no longer a danger or is compliant.

6. Under absolutely no circumstances will restraint techniques be used as a punishment.

7. If the student is non-compliant with verbal intervention, the staff member should, if physically possible, apply any of the restraint techniques that have been taught by the District. Staff is cautioned to use common sense and sound judgment in responding to student altercations. For example, a 5'2" teacher cannot be expected to restrain a 6', 200 pound football player.

8. Acceptable restraint techniques include but are not limited to:

- a. Passive Restraint System (MDE System)
- b. Pressure Point Control Techniques
- c. Any generally accepted law enforcement restraint techniques
- d. MANDT System
- e. Crisis Prevention Institute (CPI)

9. Mechanical restraints will not be used to restrict a child's freedom of movement.

10. Drug(s) or medication will not be used to control behavior or restrict freedom of movement unless it is (1) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under Mississippi law; and (2) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Mississippi law.

11. In cases where a student has a history of dangerous behavior for which restraint or seclusion was considered or used, the school should develop a plan for: (1) teaching and supporting more appropriate behavior; and (2) determining positive methods to prevent behavioral escalations that have previously resulted in the use of restraint or seclusion.

12. Site supervisors will ensure that restraint reports are completed and immediately forwarded to the superintendent and include the following information:

- a. Previous history of disciplinary action
- b. Events precipitating (who, what, when, where, why) the use of restraint to include statement of reasonable belief. Include verbatim statements of student.
- c. Exact type of restraint methods and hold utilized
- d. Level of resistance displayed by student during restraint to include language and behavior
- e. Subsequent action after control was achieved

13. In any case where restraints were used, the parent or guardian will be notified the same day.

DEFINITIONS

1. *Physical restraint:*

A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

2. *Mechanical restraint:*

The use of any device or equipment to restrict a student's freedom of movement. This term

does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- b. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- c. Restraints for medical immobilization; or
- d. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

3. Seclusion:

The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Adopted Date:

Approved/Revised Date: